

### Special Education Provision

If a child is making little or no progress the school will take steps to remove barriers to learning through a graduated response:-

The SENCO and class teacher, parents / carers and the child meet to decide on agreed outcomes, the next steps and a date for a review. They meet at least 3 times a year. A short note of these discussions is added to the pupil record and a copy given to the parents / carers.

Review — refine outcomes — revise outcomes

The school includes the child's intended outcomes on a Provision Map which is frequently reviewed. The Provision Map will include the target, support and outcome for the child.

### Requests for Education Health Care Assessment (EHC)

The school can request an EHC if the child has not made progress with the above support in agreement with parents / carers.

The LA must determine whether an EHC plan is needed by reviewing information about the child's progress over time.

This information may include:

- records of meetings and steps taken
- \* educational and other assessments
- \* views of the parents and of the child
- \* involvement of other professionals.

All EHC plans must be reviewed at least annually for children over 5 and 3 to 6 monthly for children under 5.

School may apply for a **GRADUATED RESPONSE FOR an INDIVIDUAL PUPIL ( GRIP )** when a child has significant barriers to learning but their learning needs may not be long term and complex across education, health and social care, so they should not require an EHC Plan.

### Monitoring and review

SENCO meetings with staff are held on a regular basis, and termly with the Educational Psychologist. Progress of children with SEND is reported to the Governors at Teaching and Learning Committee meetings.

Speedwell Infant School March 2018

### Special Educational Needs and Disability Policy and Procedures (SEND)

This policy has been developed by teaching staff, parents and pupils. It has been discussed and approved by the Governors. This Policy is in line with Section 25 of the Children and Families Act 2014 and Special Educational Needs and Disability Regulations 2014.

### This SEND policy states how this school will:

- ensure all pupils with SEND have the necessary support
- ensure all staff involved know how to deliver the provision
- ensure all staff are able to identify and provide for children with SEND
- ensure children with SEND are included in all the activities at school aiming to remove any barriers to inclusion
- keep parents/ carers informed and work in partnership
- ensure that the **Special Educational Needs Code of Practice** is followed.

### Special Educational Needs

Children have special educational needs if *additional and different educational provision is needed*.

Children may have difficulty with communication, learning, social, emotional or mental health needs or sensory and/or physical needs.

Children speaking a different language at home are not seen as automatically having special needs.

### *Special educational provision means:*

Giving children **additional** or **different** support from that provided for children of the same age.

### **Inclusion**

Our mission is to provide a secure and caring environment ensuring that each child achieves their full potential through participation in a rich and varied curriculum. If needed we will seek advice from other professionals to help children to be included in all aspects of the curriculum.

### **General information for Special Needs at Speedwell**

Miss Michelle Clark is the Special Educational Needs Co-ordinator (SENCO) and reports to governors about SEND in the school.

Mrs Julie Bacon is the Special Needs Governor.

The school follows the LA Admission Policy and gives details for parents about admission of children with Special Needs in the School Brochure.

### **School Responsibilities and Pupil Entitlement**

The SENCO advises and supports all staff to make sure that all SEND children have appropriate support.

The class teacher is responsible for the child even when working with a Teaching Assistant or Specialist Teacher away from the classroom. Teachers work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The school ensures that all staff attend training when needed. Staff share information with other schools when children transfer school.

School staff take seriously any concerns raised by parents / carers.

### **Identification, assessment and provision**

The identification of SEND is through monitoring the progress and development of all children, parental/ carer discussions and referral from outside agencies.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

If a child is not making progress the teacher and SENCO will talk about the next steps with the parents /carers and the child.

### **Broad areas of need**

**Communication and interaction (SLCN)** Children with speech, language and communication needs have difficulty in communicating with others.

**Cognition and learning** Some children learn at a slower pace than others, even with differentiated work due to either a moderate (MLD), severe (SLD) profound and multiple learning difficulties (PMLD) or specific learning difficulties (SpLD)

**Social, emotional and mental health difficulties** Children may experience a wide range of social and emotional difficulties which may lead to a range of behaviours and barriers to learning.

**Sensory and/or physical needs** Some children may have a disability which prevents or hinders them from making use of the educational facilities generally provided.